

RESPONSE TO INTERVENTION – MATHEMATICS PROGRAMS
Tier Component Guidelines for Middle School

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Core Math Program (CMP) <ul style="list-style-type: none"> Regular Math courses with differentiated instruction 	CMP with <u>embedded</u> Supplemental Program Interventions targeted to student needs <ul style="list-style-type: none"> Regular Math courses Supplemental Interventions which include review of basic concepts such as fractions during class or individual /small group assistance scheduled <u>outside of regular class</u> 	CMP with (1) <u>embedded</u> Supplemental Programs and (2) Intensive Intervention targeted to student needs <ul style="list-style-type: none"> Regular Math courses
<u>Grouping/Student Assignment Numbers</u>	Large and differentiated small group	Large group with small group (5 or less) Supplemental Intervention	Differentiated Small group (3 or less) and individual Intensive Intervention <ul style="list-style-type: none"> Intensive Math class of 15 or less.
<u>Academic Engaged Time (AET)</u>	One class period	One class period with thirty (30) minutes of intervention scheduled once a week <u>Increased</u> systematic explicit instruction and practice	One class period with an additional one period Intensive Math class meeting once a day <u>Highly increased</u> systematic explicit instruction and practice.
<u>Frequency of Assessment</u>	Three to four screening per year to monitor student progress (CBA and District Assessments)	Once a month minimum progress monitoring of identified students (CBA and District Assessments)	Twice a month minimum progress monitoring of all participating students (CBA)

This RtI system is also designed and aligned with ESE student Inclusion components and processes

Lawrence D. Tihen, PhD
Deborah Burton Tihen, M.A.T.
Sharon Vandeventer, M.A.T.

5-20-09